DOCUMENT RESUME

ED 310 552 EA 021 289

AUTHOR Land, Arthur J.
TITLE Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs.
PUB DATE Aug 89
NOTE 15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Effectiveness; *Change Strategies; Educational Change; *Educational Quality; Elementary Secondary Education; Instructional Leadership; Leadership; Management Development; *Teacher Effectiveness; Teacher Improvement
IDENTIFIERS *Georgia; *Teacher Performance Appraisal Instrument

ABSTRACT

Georgia is demonstrating a strong commitment to improving the quality of public education. This paper focuses on the reform efforts in the areas of accountability and the improvement of teaching. This is being accomplished with the current implementation of the Teacher Performance Appraisal Instrument (TPAI) that involves assessing competency in teaching performance of beginning teachers. The TPAI is also a giant step in the direction of determining the basic competency of an individual to effectively administer a school. Presented are excerpts from a memorandum from Georgia Superintendent of Schools Werner Rogers discussing specifically what the TPAI is, what it does, and how it does it. (4 references) (SI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED310552

Georgia's Leadership Performance Assessment Instrument: Implications for Preparation Programs

by

Arthur J. Land, Ed.D.

Professor of Education

Columbus College

Columbus, Georgia

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Arthur J. Land

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A presentation for the Interest Group on Assessing Leadership and Managerial Performance, National Council of Professors of Educational Administration, August 13-18, 1989, University of Alabama, Tuscaloosa, Alabama.

EA 021 289

BEST COPY AVAILABLE

Introduction

Georgia is demonstrating a strong commitment to improving the quality of public education. Through the state's Quality Basic Education Act (QBE), initial efforts focused upon equalized state funding, coupled with establishment of a mandated statewide core curriculum.

The second major phase of the reform effort has concentrated upon accountability and the improvement of teaching. This is being accomplished with the current implementation of the Teacher Performance Appraisal Instrument (TPAI) that involves assessing competency in teaching performance of beginning teachers.

Now, beginning with July, 1990, each new administrator will be required to demonstrate ability to perform competently certain leader skills that research indicates is needed to be effective in the leader role.

Leadership Performance Assessment Instrument (LPAI)

Serious questions have been raised about the adequacy of traditional, solely concept-oriented, leader preparation programs to prepare administrators to be ready to effectively perform in their roles. These questions led to numerous investigations and recommendations for aligning preparation programs with practicing administrator performance requirements. The literature on effective schools has soundly established the notion that the principal is indeed a vital element in the quest to increase achievement of children in the schools. The result, in Georgia, is the LPAI.

The LPAI is a giant step in the direction of determining the basic competency of an individual to effectively administer a school. It represents a commitment to implement the findings of research to measuring and improving administrator performance in the field. In short, it is a major break from the traditional, often informal, ways of evaluating administrators. In my view, it is a significantly healthy turn of events for public education.

While the Teacher Certification Test (TCT) in Leadership measures essential leader knowledge that can be gained from traditional concept-oriented courses, the LPAI goes beyond that to assess whether or not the new administrator can or cannot behave in ways that reflect leader competency as gleaned from research. After these competencies have been demonstrated to be mastered at an acceptable level, the newly certified 5th-year

administrator is then eligible for renewed certification and higher level evaluations that focus upon the extent to which the administrator actually does in practice what the LPAI has determined he/she can do.

While our main concern in this paper is with the implied impact of these events upon traditional administrator preparation programs, such as that at Columbus College, it should be of value to understand specifically what the LPAI is, what it does, and how it does it. The following excerpt from a memorandum from Georgia Superintendent of Schools Werner Rogers, to System Superintendents, dated May 11, 1989, states (4):

> "The LPAI assesses generic leadership skills, arranged in five competency statements further divided into 27 indicators.
>
> The competencies are --
>
> A. Curriculum and Instruction: Provides leadership to program improvement.
>
> B. Personnel Supervision and Evaluation: Provides constructive and equitable supervision and evaluation of human resources.
>
> C. Organizational Management and Administration: Provides effective organizational and resource management and administration.
>
> D. Interpersonal Skills: Demonstrates appropriate interpersonal skills in the work setting.
>
> E. Verbal Skills: Acceptable written and oral expression.

"Skills in the LPAI are based on effective leader, principal, supervisor and schools research (see LPAI) and on the leadership proficiencies identified by the Education Review Commission. There is a match between skills assessed by the LPAI and those evaluated by the Georgia Leadership Evaluation Instrument (GLEI).

"The LPAI will be applied by a team of three trained assessors, including a RAC [Regional Assessment Center] assessment specialist, an internal peer/superordinate (from the candidate's system) and an external peer. All will hold leadership certification and will have had appropriate leadership experience.

"The candidate will be assessed as he/she implements a Plan for Program Improvement (PPI) (addressing an existing need in the system or school), working with a group of school or system educators called the Target Group. Part of the scores will come from a walk-through observation in which each of the team members independently will observe the candidate for a minimum of 90 minutes, with a maximum of 180 minutes, as the candidate conducts usual school or system business. Safeguards to deal with confidential matters are built in. Part of the scores will come from the candidate's Plan for Program Improvement. This Plan is developed by the candidate to address a responsibility or program he/she is assigned as a part of the regular job. The candidate will submit other examples of such work from

his/her files.

"Five data sources will provide information for the assessment results. They include PPI Documentation, Field Documentation, Observation, Target Group Questionnaire and Professional Staff Questionnaire.

"Satisfactory scores will be banked at the competency level, and, once a competency is mastered, it will not be assessed again for certification. No deferments will be allowed; waivers will be allowed with loss of assessment opportunity.

"Candidates will have a maximum of five assessment opportunities over a three-year period. The first assessment must cover an entire year. Two partial assessments per year to address remaining competencies may occur."

The LPAI (1988-89 Field Test Draft edition) provides the following information relevant for our purpose in this paper (2, p. 3):

"...Each of the five Competencies [see above] is defined by three to seven sets of statements which are called Indicators; each Indicator is defined by four to seven Descriptors. These can be found on pages 22 through 53 in the L.P.A.I. The Descriptors are behaviors or conditions which describe desirable elements of educational leadership. Each of the Descriptors is scored, and these data are aggregated to compute Competency scores.

"The major task of the L.P.A.I. assessment is the development and implementation of a Plan for Program Improvement (PPI) which will occur over a period of several months, beginning in the fall and ending in the spring of an academic year. The PPI should focus on an area of need in the school, system, or agency in which the candidate works. Candidates may choose to initiate a Plan for Program Improvement that would lend itself to being extended over more than one academic year, even though the L.P.A.I. assessment typically focuses on only the first year of the Plan. The focus of the PPI should be selected in consultation with other local school system leader(s) to ensure that the plan is compatible with system priorities and that the candidate will have the cooperation necessary to implement the PPI. After this preliminary planning, personnel from the Regional Assessment Center will review the preliminary plans and provide feedback to the candidate about the appropriateness of the intended scope of the proposed PPI. Although there is much flexibility in the specific focus for the PPI, the Plan should be sufficiently broad in scope so the candidate can demonstrate pertinent L.P.A.I. Competencies, but not so broad that it is not manageable."

Then, each broad competency is subdivided into specific related "Indicators" as shown below (2, p. 21):

Competency and Indicator Statements

Competency A: Curriculum and Instruction: Provides Leadership to Program Improvement.

Indicator 1: Uses assessment data in planning.
Indicator 2: Specifies goal(s).
Indicator 3: Ensures curricular and instructional congruence.
Indicator 4: Identifies resources.
Indicator 5: Provides for formative assessment of progress.
Indicator 6: Develops a plan and procedures for summative evaluation and revision.

Competency B: Personnel Supervision and Evaluation: Provides Constructive and Equitable Supervision and Evaluation of Human Resources.

Indicator 7: Promotes readiness for implementation of change.
Indicator 8: Designates and utilizes personnel to achieve goals.
Indicator 9: Provides adequate training and/or staff development activities and supportive assistance and/or coaching in implementing alternative or new strategies.
Indicator 10: Conducts cooperative and purposeful group meetings or activities.
Indicator 11: Determines personnel performance levels.
Indicator 12: Makes constructive suggestions about performance and/or behavior.

Competency C: Organizational Management and Administration: Provides Effective Organizational and Resource Management and Administration.

Indicator 13: Plans for effective time management.
Indicator 14: Communicates with colleagues within the immediate work setting.
Indicator 15: Communicates with others outside the immediate work setting.
Indicator 16: Supports strategies that contribute to maintaining an orderly environment.
Indicator 17: Assists in managing facilities.
Indicator 18: Identifies unanticipated problems promptly and responds carefully and promptly.
Indicator 19: Manages disagreements and conflicts constructively.

Competency D: Interpersonal Skills: Demonstrates Appropriate Interpersonal Skills In the Work Setting.

Indicator 20: Communicates and encourages high expectations.
Indicator 21: Provides praise and recognition for commendable effort or achievement.
Indicator 22: Shows respect and sensitivity for the needs and feelings of others in the work setting.
Indicator 23: Demonstrates self-confidence in the work setting.
Indicator 24: Displays an attitude of receptivity in the work setting.

Competency E: Verbal Skills: Acceptable Written and Oral Expression.

Indicator 25: Uses acceptable oral expression.
Indicator 26: Uses acceptable written expression in materials shared with others on the day of observation.
Indicator 27: Uses acceptable written expression in materials included in the portfolio.

An example of further definition of an indicator and related "descriptors," for assessment scoring purposes, is found in the following copy taken from the LPAI (3, p. 45):

Research/Rationale

Competency D: Interpersonal Skills: Demonstrates Appropriate Interpersonal Skills in the Work Setting.

Indicator 20: Communicates and encourages high expectations.

A clearly defined and articulated sense of vision is a necessary prerequisite for effective leadership (Blumberg & Greenfield, 1986; Owens, 1987; Patterson, Purkey, & Parker, 1986). "In order to lead a school well, one must have a vision of what is desirable and possible in the school's context" (Blumberg & Greenfield, 1986, p. 228). "Without guiding beliefs . . . the organization loses its future focus and becomes preoccupied with survival of the moment" (Patterson, et al., 1986, p. 54). Effective leadership depends on the clear communication of a vision, the "desired state of affairs" (Owens, 1987, p. 24) to insure directed, purposeful effort, to achieve consensus, and to inspire commitment. Communication of the vision requires that the leader have a clear future perspective of the organization and a belief that the most important asset of the organization is its people (Joiner, 1987). Successful leadership depends on the ability to connect actions with aspirations (Dwyer, Barnett, & Lee, 1987) and to "inspire others into action" (Joiner, 1987, p. 159).

COMMENTS: High expectations identify what can and should be accomplished. When such expectations are articulated and conveyed to others, they instill commitment and inspire effort. These descriptors are scored based on behavior observed during the walk-thru and the meeting with the Target Group.

DESCRIPTORS:	SOURCE(S):	KEY POINTS:
a. Communicates a philosophy of leadership and a vision of desired goals.	**a. O**	**a. 1. The candidate should state how s/he views his/her role as a leader in interacting with the Target Group, and how the PPI contributes to accomplishing more global, long-term goals.**
b. Communicates the belief that each individual can achieve and/or that each individual can make a positive contribution to the achievement and development of others.	**b. O**	
c. Displays high levels of effort, motivation, and/or commitment.	**c. TGQ & O**	
d. Encourages others to set and pursue challenging goals, to improve their performances, and/or to make maximum efforts to complete tasks or assignments.	**d. TGQ & O**	
e. Conveys to others confidence in their ability to perform their assignments.	**e. TGQ & O**	

[Author's note:
O = Observation
TGQ = Target Group Questionnaire]

That, in a nutshell, is the LPAI. As may be seen immediately, we are dealing with administrator performance on the job, not just knowledge about the subject.

Implications for Administrator Preparation Programs

1. Programs must not only provide the necessary conceptual foundation, but must include activities/projects that require effective applications of the concepts to realistic problems that the administrator-candidate is likely to encounter in practice. In short, the emphasis of teaching for transfer will constitute a new dimension and focus integral to an adequate preparation program.
2. There must be individual pre-training competency assessments to identify specific initial competency development needs of each administrator candidate.
3. There must be individual "tracking" procedures to provide formative in-training assessments to enable faculty planning to insure opportunities for individual competency development to occur.
4. There must be end-of-program summative assessments to insure that the successful program graduate is competent in all of the essential skill areas.
5. To insure overall program credibility, there should be a "follow-up" guarantee of competency, with additional instruction-development activities being provided by the program faculty as needed (and hopefully at no additional cost to the program graduate).

6. Finally, there should be established a collaborative partnership between the college faculty and practicing administrators in the field that results in involvement of practitioners in program planning, implementation, evaluation, and teaching. Reciprocally, the college faculty would be actively available to practitioners to provide assistance in meeting developmental and competency improvement needs as the practitioner carries out his/her work in the field.

Conclusion

Considering the soundness of the movement toward insuring practitioner competence in administration, we, in the preparation programs, become professionally obligated to help our students to master those competencies they will need. The implications indicate a need for substantial modification of traditional program content and design. An adequate program will find itself actively involved with field practice. I believe the ultimate result will be a mutually beneficial interactive relationship between the colleges and the schools. We will find ourselves close to the real world of the schools and their problems. I believe we can learn much from such experiences, and that we will find that we can make substantial contributions to solving serious, real-world problems of the schools.

There are a number of apparently good models of preparation programs that are designed along the lines suggested above. One excellent example is the Texas A & M program as described by

Erlandson and Gonzalez (1). The AASA publication co-authored by our Interest Group convener, John Hoyle, is an excellent source for identifying essential skills needed for effective leadership (3). Because of its strong research base, the Georgia LPAI is an excellent resource. If we maintain the direction and momentum of this movement to improve education, I believe we stand an excellent chance of making a strongly positive impact on school effectiveness.

End

Resources

1. Erlandson, David A., and Gonzalez, Yvonne, "Principals Experience Growth and Renewal," The School Administrator, February, 1988, pp. 21 - 23.
2. Georgia Department of Education, Office of Evaluation and Personnel Development Assessment Division, Leadership Performance Assessment Instrument (Field Test Edition), Atlanta, Georgia, 1988.
3. Hoyle, John R., English, Fenwick W., and Steffy, Betty E., Skills for Successful School Leaders. Arlington, Virginia: American Association of School Administrators, 1985.
4. Rogers, Werner, Memorandum to System Superintendents, Subject: Leadership Assessment. May 11, 1989, Atlanta, Georgia.